



# Kansas

## Educator Evaluation Protocol



# Significance, Multiple Measures and Evaluations



**KSDE Annual Conference and  
Preconference**

**November, 2013**

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# Supporting Effective Instruction and Leadership

Implement teacher and principal evaluation and support systems that:

- Are used for continual improvement of instruction
- Use at least 3 performance levels
- Use **multiple measures** including student growth as significant factor
- Are used to evaluate on a regular basis
- Provide clear, timely, and useful feedback
- Are used to inform personnel decisions

## Districts Have Chosen Their Evaluation Systems for 2013-2014

As of August 1, 2013 –

281 districts have submitted their Assurances Form

278 districts have had their Assurances Form approved

93 districts will be using the KEEP Evaluation System

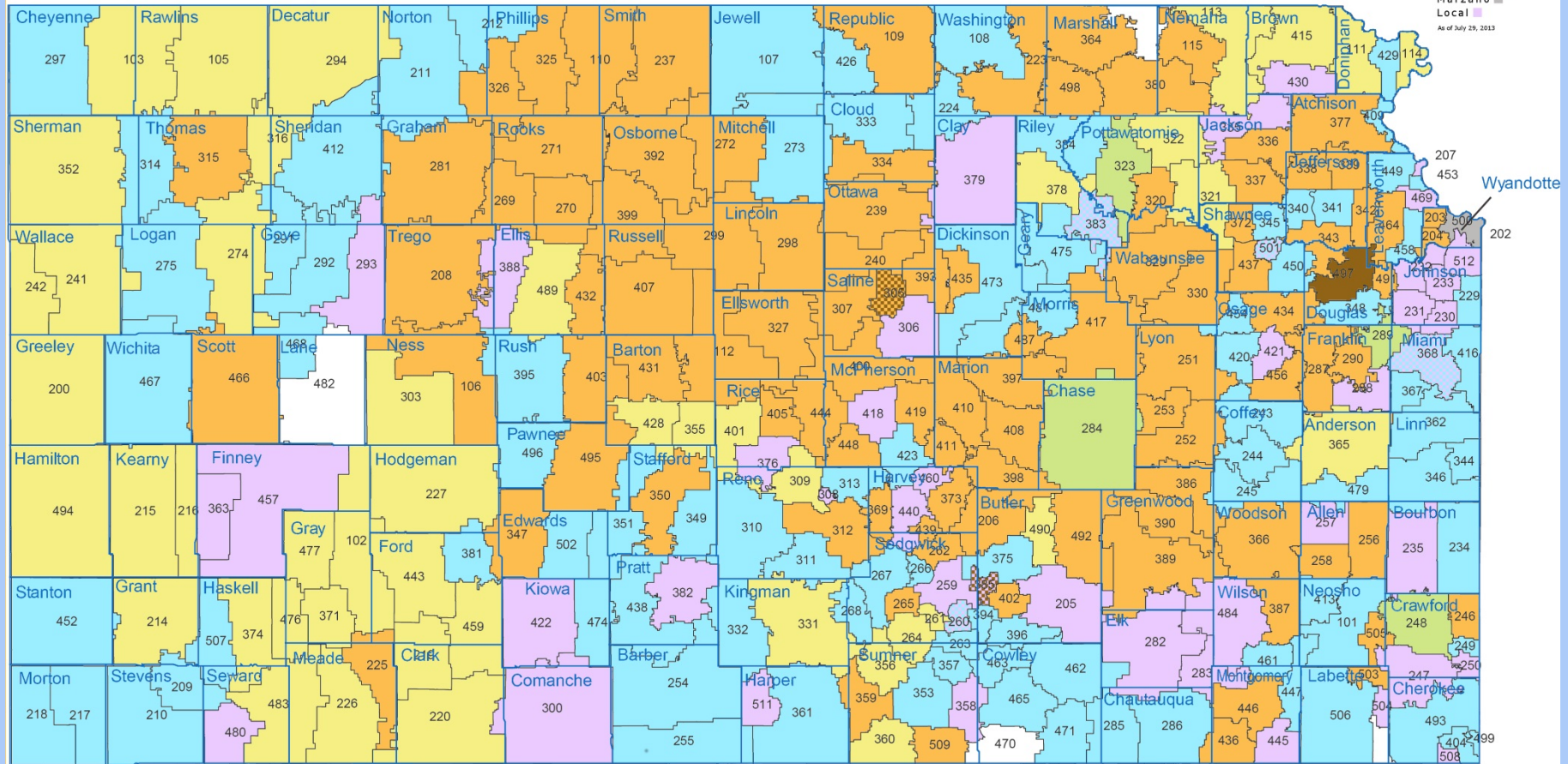
153 districts will be using vendor systems

45 districts will be using locally created evaluation systems

# Evaluation Systems per Districts as of 7-29-2013

## Kansas Unified School Districts

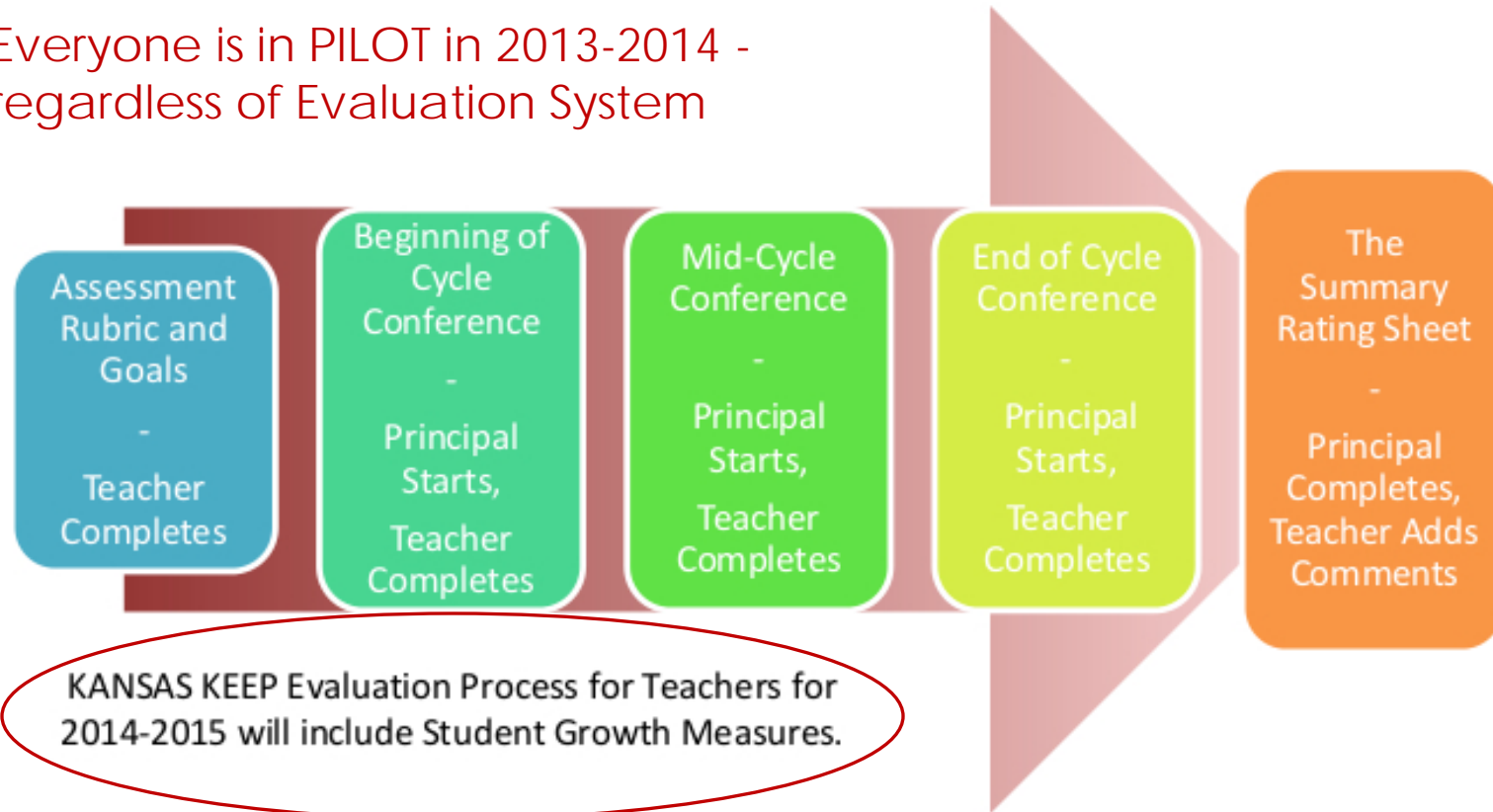
2013-2014





## KANSAS KEEP Evaluation Process for Teachers 2013-2014 PILOT

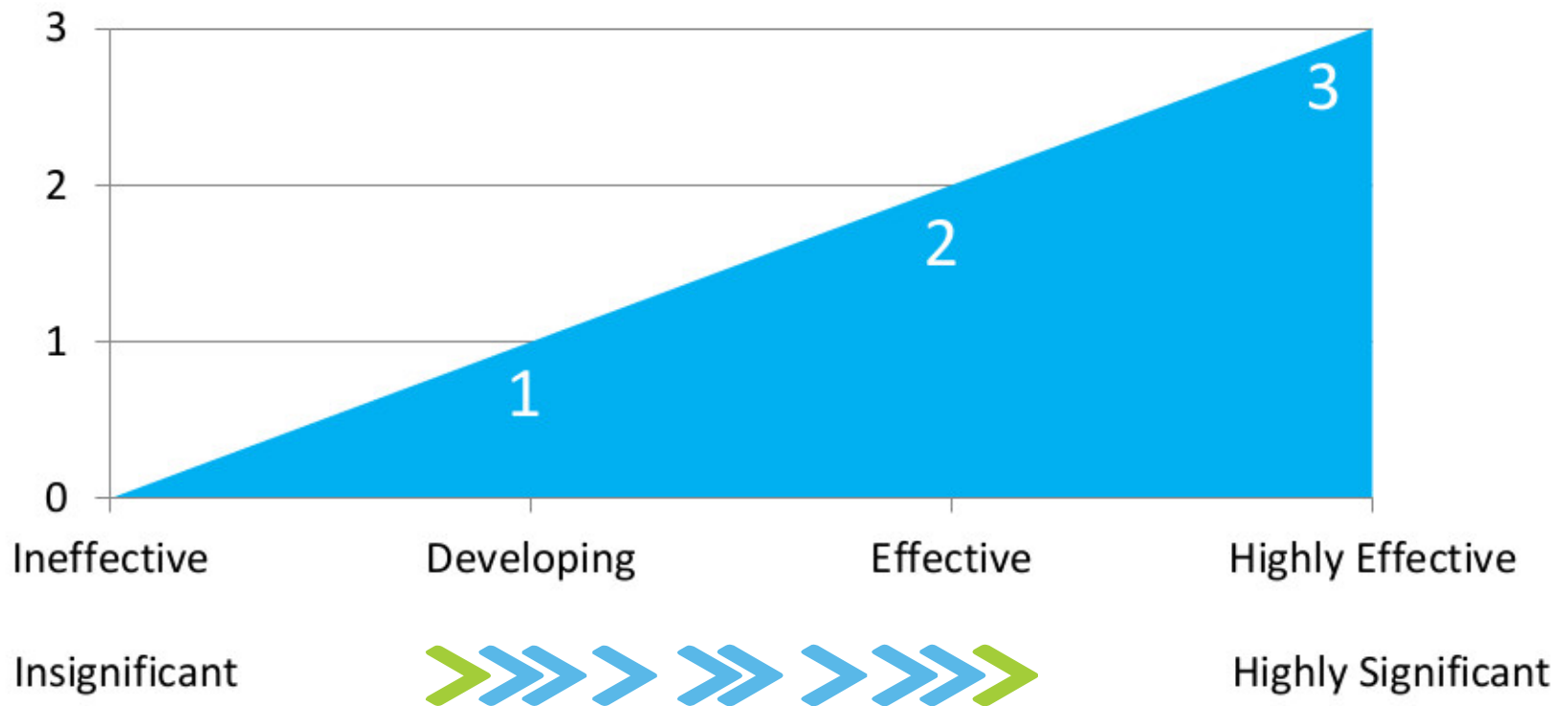
Everyone is in PILOT in 2013-2014 -  
regardless of Evaluation System



# Significance Definition

- The change in student achievement for an individual student between two points in time, determined using multiple measures
- To include gains and progress toward post-secondary and workforce readiness
- To include progress in academic and functional goals in an individualized education program or meeting academic student growth objectives

# Multiple Measures, Effectiveness, Significance



“Multiple Measures” is an educational term used to look at various measures of student growth, in addition to the state assessments.

# Measures to Use

- State assessments must be used
- Include assessment measures currently in use in your district
- Shared credit/responsibility for student growth subject to local decision making
- Time for student growth 1-4 years





# Small Group Activity – Share Measures You Currently Use

- Get into small groups of 3-4
- Handout for each small group
- Talk about the grades, subjects, and measures that you currently use
- Write these down on the paper/chart
- Choose a person to report out
- Report out to the larger group

# Sample Measures by KSDE from the Field

Academic Measures – State Assessments	Academic Measures – Not State Assessments	Other Student Knowledge and Skills Measures
<ul style="list-style-type: none"> <li>History and Government State Assessment</li> <li>ESOL State Assessment</li> <li>Reading State Assessment</li> <li>Mathematics State Assessment</li> <li>Science State Assessment</li> <li>Writing State Assessment</li> </ul>	<p><b>Common Academic Assessments</b></p> <ul style="list-style-type: none"> <li>ACT/SAT scores</li> <li>Aimswest</li> <li>AP scores</li> <li>CETE Formative Assessments</li> <li>DIBELS</li> <li>District wide Common Assessments</li> <li>Fitness Grams</li> <li>Lexile Scores</li> <li>Measures of Academic Progress (MAP)</li> </ul> <p><b>Other Academic Assessments</b></p> <ul style="list-style-type: none"> <li>Student constructed response with rubric for assessment</li> <li>KWIET portfolio</li> <li>Performance based measures</li> <li>Project Rubrics</li> </ul>	<p><b>College and Career Ready Measures</b></p> <ul style="list-style-type: none"> <li>Industrial Certifications assessments (Technical Skills)</li> <li>Interpersonal communication skills (Interpersonal Qualities)</li> <li>WorkKeys (Career Interest Development)</li> </ul> <p><b>Other Non Academic Measures</b></p> <ul style="list-style-type: none"> <li>Sportsmanship rubric</li> <li>Life skills (nutrition, physical activity)</li> <li>Occupational therapy skills</li> <li>21st century skills</li> <li>Library usage (using library tools to find resources)</li> </ul>

## Multiple Measures

The KSDE is facilitating the development of the default list with the help and input of Kansas educators, REL and the Center for Great Teachers and Leaders. Expected criteria are, but not limited to:

1. Common assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
2. Assessments cover all key subject/grade level content standards.
3. Number of test items should correlate to distribution of % of time spent teaching the content
4. Assessments should require higher order thinking as appropriate.
5. Assessments should allow high and low achieving students to demonstrate their knowledge.
6. Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.

# Matrix Used to Determine Summative Evaluation Rating

1 <sup>st</sup> Student Growth Measure Rating	+	2 <sup>nd</sup> Student Growth Measure Rating	+	3 <sup>rd</sup> Student Growth Measure Rating	=	Student Growth Summary	+	Student Learning	+	Content Knowledge	+	Instructional Practice	+	Professional Responsibility	=	Summative Evaluation Rating
Met		Met		Met		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective
Met		Met		Met		Highly Effective		Effective		Effective		Effective		Effective		Highly Effective or Effective
Met		Met		Met		Highly Effective		Developing		Developing		Developing		Developing		Effective or Developing
Met		Met		Not Met		Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Effective
Met		Met		Not Met		Effective		Effective		Effective		Effective		Effective		Effective
Met		Met		Not Met		Effective		Developing		Developing		Developing		Developing		Developing
Met		Not Met		Not Met		Developing		Effective		Effective		Effective		Effective		Developing
Met		Not Met		Not Met		Developing		Developing		Developing		Developing		Developing		Developing
Met		Not Met		Not Met		Developing		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective
Not Met		Not Met		Not Met		Ineffective		Developing		Developing		Developing		Developing		Developing or Ineffective
Not Met		Not Met		Not Met		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective

# Matrix Used to Determine Summative Evaluation Rating Rules

1. Must meet all three student growth measures to be considered highly effective.
2. Must meet at least two student growth measures to be considered effective.
3. Can only be considered developing if meeting only one student growth measure
4. Can only be rated one performance level higher than the lowest summary rating.
5. When all summary ratings are the same, that rating becomes the performance level.



# State Assessments from 2008 to the present

- KSDE retroactively calculated student growth percentiles for all students from Kansas state assessments from 2008 through the present (four years of data).
- An interim assessment will be given during the 2013-2014 academic year.
- A formula has been developed to compare the interim assessment scores to the 2008-2012 state assessment data.
- Inferences will be made between existing data (2008-2012) and the interim data (2014). This process will be ongoing with each year of accumulated data from the eventual Kansas State Assessments, thereby accruing longitudinal data from 2014-2017.



# In addition to Kansas State Assessments:

- Educators will use at least two other valid and reliable student growth measures to determine student growth - to be used in the educator evaluation as a significant factor.
- Student growth measures will have varied student achievement expectations due to the intent of the measure itself and student grade level or ability level.
- Student expectations for achievement on any given measure will be predetermined.



# Assessments that Measure More than just Academic Preparation

We are also looking at assessments that measure more than academic preparedness, such as:

**21<sup>st</sup> Century Skills**  
**Critical Thinking**  
**Employability**  
**Technical Skills**

SBoE has previously approved the College and Career Ready definition.





A photograph of two women sitting at a long wooden desk in an office. The woman in the foreground is wearing glasses and a light blue shirt, looking towards the camera. The woman behind her is wearing a dark blue shirt and is also looking towards the camera. Both are using computers with keyboards and mice. The image has a blue tint.

## Co-Construct

# Builder Leaders and Teachers Co-Construct the Educator Evaluation

## Multiple Measures

Locally Determined Selections  
– from Default List or other  
KSDE approved measures

## Significant Student Growth

Determining significance

– Matrix, Other Examples

Establishing timeline for growth

– Use historical student  
data to predict future growth

# Multiple Measures and Significance Summary

- Teachers and Leaders evaluations include multiple measures as evidence
- Kansas is defining “significance” as demonstrating student growth using MORE than one measure
- Must consider state assessments
- May include assessment measures currently in use in your district
- Validity of the Measure must be pre-determined for any appropriate measure
- Locally determine credit/responsibility for student growth
- Time for student growth 1-4 years
- KSDE will conduct RANDOM audits of LEA created measures looking for Technical Quality





# TASP – Teacher Access to Student Performance (in process)

As part of the longitudinal data collections, student performance data is being linked to licensed building personnel participating in Pilot II and III.

A student-course data collection system that links individual students to each of their courses and teachers is being built.

During 2013-2014, KSDE begins the process of analyzing the accumulated data for each of the following:

- Examining the quality of the linked student-course-teacher data submitted by schools and districts;
- Identifying, planning, and making needed improvements to the data quality;
- Merging the student growth data with linked student-course-teacher data; and,
- Testing analytic methods for summarizing students-by-teacher performance.

# Waiver 2013-2014 Deliverables:

1. Complete Kansas state default list of Multiple Student Growth Measures
2. Complete Kansas Department of Education Summative Evaluation Rating Matrix
3. Technical assistance around the identification and use of multiple measures from the default list
4. Technical assistance on defining significance within each of the multiple measures
5. Provide training to LEAs on the use of the REL developed rubric for validation of new multiple measures
6. Districts using evaluation systems other than KEEP will provide documentation to KSDE demonstrating how the evaluation instrument meets the third guideline of student growth as a significant factor
7. Protocol developed to validate locally developed methods of determining significance
8. Technical assistance focusing on inter-related reliability
9. Annual Reporting system and Annual Report

# Student Growth Measures Webpage

- <http://www.ksde.org/Default.aspx?tabid=5798>
- [Matrix for Summative Evaluations Rating 8-2013](#)
- [Default List of Multiple Measures DRAFT - September 2013.docx](#)





<http://www.ksde.org/Default.aspx?tabid=4400>

1. News and Announcements
2. KEEP Repository Registration
3. KEEP Training Materials and Schedule
4. Archives with Materials of Previous Trainings and Meetings
5. Assurances Information
6. Kansas Flexibility Waiver Materials

# Questions Recorded



# Kansas Educator Evaluation Protocol



## Questions ??

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